

YOUTHBUILD CHARLESTON CHARTER SCHOOL

7555 N. Spartan Blvd.
North Charleston, SC 29420

GRADES	9-12 High School	
ENROLLMENT	79 Students	
PRINCIPAL	Helen T. McKune	843-552-1474
SUPERINTENDENT	Dr. Maria L. Goodloe	843-937-6319
BOARD CHAIR	Ms. Nancy Cook	843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

N/A

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
N/A	N/A	N/A	N/A	N/A

IMPROVEMENT RATING:

N/A

ADEQUATE YEARLY PROGRESS:

NO

This school met 0 out of 4 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	N/A	N/A	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	N/A	N/A	N/A	N/A	N/A	N/A
Passed 1 subtest	25.0	N/A	N/A	N/A	N/A	N/A
Passed no subtests	75.0	N/A	N/A	N/A	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	N/A	N/A
Seniors who met the SAT/ACT requirement	N/A	N/A
Seniors who met the grade point average	N/A	N/A

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	N/A	N/A
Number of Diplomas	N/A	N/A
Rate	N/A	N/A

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	N/A	N/A	I/S
Gender							
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Racial/Ethnic Group							
Non disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabilities other than speech	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	14	57.1	83.3	16.7	N/A	N/A	N/A	NO	I/S
Gender									
Male	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	14	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status									
Subsidized meals	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	14	50.0	100.0	N/A	N/A	N/A	N/A	NO	I/S
Gender									
Male	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	14	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status									
Subsidized meals	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

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DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 79)				
Retention rate	31.1%	N/A	18.3%	9.1%
Attendance rate	87.0%	N/A	97.0%	96.0%
Eligible for gifted and talented	0.0%	N/A	0.0%	5.8%
With disabilities other than speech	0.0%	N/A	17.4%	12.7%
Older than usual for grade	88.6%	N/A	19.8%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	1.6%
Enrolled in AP/IB programs	0.0%	N/R	0.0%	10.2%
Successful on AP/IB exams	N/AV		N/A	53.8%
Annual dropout rate	N/A	N/A	0.0%	2.7%
Career/technology students in co-curricular organizations	N/A	N/A	1.0%	3.6%
Enrollment in career/technology center courses	N/A	N/A	215	466
Students participating in worked-based experiences	N/A	N/A	24.3%	25.7%
Career/technology students mastering core competencies	N/A	N/A	64.2%	77.7%
Career/technology completers placed	N/A	N/A	97.3%	99.3%
Teachers (n= 4)				
Teachers with advanced degrees	25.0%	N/A	46.4%	52.0%
Continuing contract teachers	25.0%	N/A	78.4%	82.1%
Highly qualified teachers**	0.0%	N/A	84.6%	89.5%
Teachers with emergency or provisional certificates	0.0%		10.8%	8.6%
Teachers returning from previous year	N/A	N/A	85.4%	86.2%
Teacher attendance rate	97.4%	N/R	94.6%	95.3%
Average teacher salary	I/S	I/S	\$40,532	\$41,060
Prof. development days/teacher	9.0 days	N/R	9.1 days	10.6 days
School				
Principal's years at school	1.0	N/R	2.0	3.0
Student-teacher ratio in core subjects	16.5 to 1	N/R	13.4 to 1	26.4 to 1
Prime instructional time	84.2%	N/R	87.3%	90.0%
Dollars spent per pupil*	N/A	N/A	\$10,808	\$6,310
Percent of expenditures for teacher salaries*	N/A	N/A	61.2%	57.9%
Opportunities in the arts	Poor	N/R	Good	Excellent
Parents attending conferences	99.0%	N/R	85.5%	89.3%
SACS accreditation	No	N/R	No	Yes
Character development program	Good	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	No
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

YouthBuild Charleston Charter School opened its doors for the first time on August 11, 2003. Our purpose as a school is to provide an alternative education option for at-risk students to learn in a non-traditional environment. The school will affect change in students in attendance and assist them to reach their goals through:

—Developing student learning capacities and academic skills for students enrolled so that they may qualify for a high school diploma and have an effective springboard to post-secondary education and the job market.

—Developing the learning opportunities of the students by utilizing a smaller teacher-to-student ratio than is generally offered in traditional classrooms.

—Providing opportunities that will motivate the school's students to achieve optimal learning.

—Offering innovative approaches to education, including but not limited to, project-based learning, experiential and service-based learning, apprenticeship training, mentoring, and job-shadowing opportunities.

—Encouraging communication among public charter schools by taking a leadership role within South Carolina.

As indicated in our charter, YouthBuild Charleston Charter School is committed to and implemented a learning environment that addresses the full range of students' alternative learning styles. This commitment includes employing core curriculum content standards and achieving high academic standards for all students. We will measure student success by assessing skills in use and in context, as well as by employing proficiency tests. Our school-home-community partnership will increase stakeholder involvement and participation in promoting the social, emotional, and cognitive growth of each child, the foundation of our plan for success. We are also committed to being a professional staff that functions as an educational team with the Principal providing leadership and guidance.

Our primary challenges this year were centered on the issue of adequate transportation for our students, and parental involvement. Transportation became a problem when CARTA discontinued bus service to the area where our school is located. We will make every effort to secure a school bus to eliminate this problem. Concerning the issue of parental involvement we are continuing to enhance parental involvement through our YouthBuild Parent Support Coalition. Workshops, GED skills training, and a baby-sitting service are just a few areas addressed to increase parental involvement. The Parent Support Coalition meets monthly.

YouthBuild Charleston Charter School will continue to offer an integrated holistic curriculum, utilize learner-centered techniques, comprehensive community involvement, cutting edge technology, and an intimate nurturing environment that enhances a positive self-image. We are a school where we won't let students fall through the cracks.

Helen T. McKune

Deborah S. Williams

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	8	0	0
Percent satisfied with learning environment	75.0%	N/R	N/R
Percent satisfied with social and physical environment	75.0%	N/R	N/R
Percent satisfied with home-school relations	75.0%	N/R	N/R

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.